

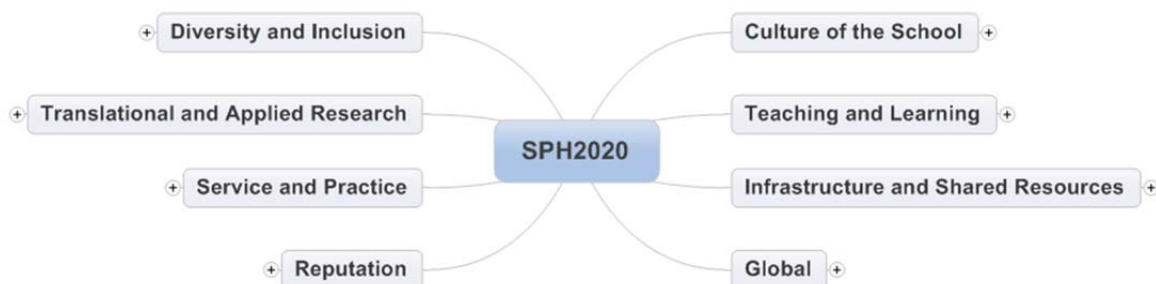
SPH2020: FUTURE PICTURE

Creating the SPH2020 Map

Starting fall 2010, we set the goal of mapping what the SPH should look like in 2020. We recognize that any time horizon has limitations—too close to matter, too far to prognosticate accurately. 2020 is close enough for planning to make a real difference, and not so far that our attempts are likely to be undermined by events and discoveries we cannot even begin to imagine. In critical areas, SPH2020 will provide a vision of where we want to go and strategies and milestones for getting there. We began with a transparent process, in which we asked anyone associated with the SPH, including staff, students, faculty, alumni and friends, to provide feedback about what the School should look like in 2020 across a number of different domains. Over the course of a month, we posted [background materials](#) and invited members of our SPH community to describe what the SPH should be like in 2020. We received hundreds of comments from a broad range of stakeholders noted above. Several thematic tones permeate the categories.

- **Global Leadership** – diverse, welcoming, global reach, proactive, quality, sought after, excellence
- **Innovation** – excitement, discovery and application, interdisciplinary, driven
- **Solutions-oriented** – practical, involved, balanced, wired, caring, emphatic, solving problems, solid foundation

The above words were mentioned repeatedly, regardless of category. Other descriptors identified during the process have translated well into the strategic planning process. How SPH2020 will be used and methodological limitations of such an inclusive and ‘messy’ creative process are important considerations. Categories in the graphic below are general aggregators of thought and planning activities. They depict fundamental elements of our collective future picture and how we pursue our mission over time.



SPH2020 is the desired future state for the SPH in 2020, an idealistic beacon on a distant hill toward which we strive through thoughts, actions and deeds focused on specific topic areas. It is a general map but cannot include every possible destination along the way.

We engineered backward from that creative beacon and developed critical questions to identify topic areas to investigate, frame solution options, determine resource requirements and, ultimately, define milestones along the path by which we will evaluate our progress. Ad-hoc task forces for different topic areas are developing white papers with recommendations, resources requirements and budget required. Because we cannot complete all topic area reports at one time, due to budget and staff constraints, completion of the report will be a work in progress. The finished product will include task force reports and will provide a rough map to the future. It will be rough in the sense that a map into the unknown requires completion over time, recognizing that any plan must evolve with time. But it will be an important starting point for a collective, intentional journey. While we have created this map at the School level, departments continue to plan for their discipline and program-specific needs. There will be synergy among these different activities as strong departments make up our outstanding school.



The methodology for SPH2020 would not meet the rigors of scientific survey methodology nor is it our only planning tool. We invited our SPH community to participate in virtual and physical ‘rooms’ where rank and title held no sway. The value of ideas was measured by others ‘voting’ to affirm those that resonated with their aspirations for our School. Links to papers, art, expert perspectives, potential driving forces of change and other ways to shape thinking were available but did not define an initial position to which we might react. We created categories to collate

ideas but otherwise started with a blank slate. We considered the collective wisdom of our informed community, many of whom are experts others would cite, more powerful than a handful of people pre-screening ideas. We are grateful to those who participated in some way and look forward to additional input to the next steps in the planning process.

Limitations inherent in the SPH2020 process include:

- Vote counts are directional and not a true indicator of rank. For example, ideas submitted late in the month-long session might have received more votes had they appeared earlier. However, experience with this process shows that participants like to see how their ideas fared in the voting process.
- Categorical mapping of ideas began with raw material and was modified to redistribute similar ideas, eliminate redundancies, and collapse into meaningful categories.
- There are gaps in the picture, both because we cannot predict the future with infallible accuracy, and because any picture is incomplete – it undoubtedly omits some parts of the landscape that will prove important. In addition, some subtopics listed below might not be adopted as proposed in SPH2020.
- Some good ideas pertaining to current challenges and potential solutions were moved from SPH2020 to our regular leadership agenda.
- The anonymity of the process e.g., physical ideation room with common laptops prevents us from knowing exactly how many stakeholders participated or how frequently they participated. While the virtual process would keep participants from voting multiple times on the same item, no such restriction existed in the physical process. We know that hundreds of people participated.

The Map

1 Culture of the School

Questions that Guided Idea Aggregation: What values and guiding precepts are important to us? How do we treat people who are diverse in a variety of ways e.g., age, gender, race/ethnicity, sexual orientation, body size, religion, socioeconomic status, etc.? How does it feel to work here?

Frequent Descriptors: Mutual respect, accountable, diverse, supportive, trust, collaborate across boundaries, leadership, excellence, intellectually exciting and fun, innovative, solutions-oriented

1.1 Strong, interdepartmental team models [54]

1.2 Value scholarly applied public health and funded research projects equally [33]

1.2.1 By 2020, scholarly productivity in public health practice should be valued as much as scholarly productivity in research

1.2.2 Tenure and tenure-track faculty positions are available that focus on applied work as well as research and article publication.

1.2.3 There will be minimal separation between academics and practice.

1.3 We are leaders in higher education management, with a focus on efficient best practices that support the mission of the school (e.g., planning/evaluation, communications and operations, human resource and financial management). [23]

1.4 Faculty, staff and students are first-rate and feel adequately supported in doing their work. [21]

1.5 We hold each other accountable. [14]

1.6 We are collaborative. [14]

1.6.1 Increased opportunities for undergraduates, graduate students & PhD candidates to work together

1.7 Active cultivators of extensive networks and networking opportunities [14]

1.8 Rules of engagement for all [12]

1.8.1 The School has rules of engagement for how we work with each other.

1.8.2 Starting at the very top / Respecting each other's diversity/dignity / Working as a team together / Providing feedback (positive or negative) in a positive manner that helps each individual grow and builds morale

1.9 High philanthropic awareness where faculty, students and young alumni are educated on the importance of giving to the school [10]

1.10 More emphasis on school and less emphasis on rank [10]

1.11 Value core services and core missions of education and research. [9]

1.12 Energizing, inspiring and collegial [7]

1.13 Great place to work [7]

1.14 Focus on innovation for solutions

2 Teaching and Learning

Questions that Guided Idea Aggregation: How are our educational programs regarded nationally and globally? How are our faculty rated by students? What classrooms and technology do we have to enhance learning and teaching?

Frequent Descriptors: Stellar, interdisciplinary hub, engaged with public, balanced, commitment to lifelong learning not just the transaction, quality, innovation, student/faculty kinetics, technology enhanced learning, intellectually exciting and fun, authentic relationships, accessible knowledge (lectures and course materials)

2.1 Nutrition is a required course in all schools of Public Health [91]

2.2 Increased emphasis on teaching [60]

2.2.1 Incentives for excellence in teaching

2.3 Partner with related campus disciplines e.g., psychology, social work, law [56]

- 2.4 High rate of applied learning through local initiatives and NC Division of Public Health [56]
- 2.5 Communicate with/educate the public. [47]
- 2.6 The work environment fosters exercise, playing and creativity in the workspace. [42]
- 2.7 Cross-departmental learning is easy. [36]
- 2.8 Public health practitioners are more involved. [29]
- 2.9 Balanced student-centered technology and authentic, traditional faculty/staff/student relationships [24]
- 2.10 Course content on real life problems [22]
- 2.11 Online Education/Distance Learning / Executive education leader [21]
- 2.12 Emphasis on teaching skill development for faculty [20]
- 2.13 We further continuing education of our alumni, allow undergraduates to "sample" public health lectures, educate the public on what we do and generally break down barriers to knowledge access. [20]
- 2.14 Quality core courses [16]
- 2.15 Integration of life-long learning and social determinants model to foster communities of learning [14]
- 2.16 Fewer, better degree and non-degree programs [14]
- 2.17 Increased student technical skills development to supplement academic skills [12]
- 2.18 Career Services support for all students [11]
- 2.19 Interdisciplinary undergraduate programs with potential to start in freshman year [9]
- 2.20 High level of informal faculty/student interaction [5]
- 2.21 Leader in health education driven via mobile devices [3]

3 Infrastructure and Shared Resources

Questions that Guided Idea Aggregation: What scholarship and support services do we provide students? What philanthropic support do we have? How competitive is our compensation for faculty and staff? What are the physical and virtual environments in which we work? Is the space adequate for growth, innovation and configured to support interdisciplinary interaction? What support do we have for grant and contract applications and funded projects?

Frequent Descriptors: Strong, independent, green, endowed, connected, fair and equitable, effective/efficient, flexible, adaptable, nimble, sufficient, modern

3.1 Healthy, 'green' environment for faculty, staff and students [130]

3.1.1 Re-vamp the cafe/food options- we should walk the walk with food that nourishes our health, the health of our community and the health of our environment.

- 3.1.2 The physical presence displays a commitment to sustainable development with visible alternative energy usage, recycling and reusable materials.
- 3.1.3 All SPH buildings are environmentally friendly and use minimal resources to sustain the global environment.
- 3.2 Technology platform to support global connectivity for facile local and international interactions [47]
- 3.3 Strong financial position [39]
 - 3.3.1 All buildings are paid for so resources can go to research and scholarships.
 - 3.3.2 Our building debt is paid off, and our departments have enough resources for excellence.
- 3.4 All course content available online [23]
 - 3.4.1 All of our lecture classes (and some seminars) are recorded and available online for review and auditors.
 - 3.4.2 Media labs/ core resource serve to instruct faculty and staff about tools and techniques to leverage the use of technology in both research and teaching.
- 3.5 Diversified Revenue Sources [20]
 - 3.5.1 Decreased dependence on NC state revenue [9]
 - 3.5.2 Increased licensing revenue from research activities (11)
- 3.6 Endowments fund broad program quality. [11]
 - 3.6.1 Endowment is big enough for unrestricted earnings to support program quality (e.g., 10% of total revenue is endowment unrestricted income).
 - 3.6.2 Endowments support ALL departments and centers.
 - 3.6.3 Endowments support students as well as faculty and staff.
- 3.7 Equitable allocation of school funding across departments [10]
- 3.8 Standardized technology platform use [9]

4 Global

Questions that Guided Idea Aggregation: In what academic areas are we known? How are we organized to optimize our global reach? What are we leading and doing? Are there parts of the world in which our presence is felt?

Frequent Descriptors: Leadership, strategic partnerships, cultivated, broad footprint, sought, innovative, well-funded, global solutions, strong global programs, global faculty and students, focused for impact

- 4.1 Well-funded and coordinated international graduate experiences [61]
 - 4.1.1 Global health office focused on fostering and coordinating global student initiatives

- 4.1.2 High quality, accessible international experiential opportunities
- 4.2 Leadership in global solutions [59]
 - 4.2.1 Courses focused on global topics (e.g., refugee health, complex emergencies)
 - 4.2.2 World leaders in water, family planning, sustainable communities and addressing overpopulation
 - 4.2.3 We are recognized for our expertise and problem solving in both developing and developed countries.
 - 4.2.4 Foci on social justice issues, and enhancing skills of global competency
- 4.3 Elite global partnerships [41]
 - 4.3.1 We initiate and maintain strong partnerships with elite institutions around the world that promote seamless exchanges of students, faculty and ideas.
 - 4.3.2 10+ strong global public health and/or emerging government partnerships implementing SPH methods/technology
- 4.4 Strong global MPH [16]
- 4.5 Increased global content in all courses [15]
- 4.6 Global footprint reflected in SPH composition and all activities [9]
- 4.7 Interdisciplinary undergraduate program [9]

5 Reputation

Questions that Guided Idea Aggregation: What do others think of us in various domains – education, research, diversity, service? For what are we most recognized? How are we ranked by national organizations?

Frequent Descriptors: Number one school, top school, leadership, unassailable, continuous improvement, competitive, respected, collaborative, global common intersection, innovative, sought for?, destination for important meetings

- 5.1 Ranked #1 [65]
 - 5.1.1 We are recognized as one of the very top schools of public health, no less than second in rankings. We are regarded as an outstanding school for research, service and teaching as well as for our diversity.
 - 5.1.2 We are ranked as the number 1 school of public health in the United States.
 - 5.1.3 In 2020, part of our competitive edge is our reputation as the #1 virtual school of public health. People enroll or work here, because they know they will get to work with the world's finest.
- 5.2 Known for teaching leadership and developing leaders at all levels [42]
- 5.3 World renowned for GLOBAL health [26]
- 5.4 Best/most effective applied work as well as top quality research [24]

5.5 Define and exceed external competency requirements [12]

5.6 Develop solutions to complex social problems [7]

5.7 A great place to do undergraduate study [7]

6 Service and Practice

Questions that Guided Idea Aggregation: What leadership roles do we play pertaining to key state and national issues? With whom beyond our walls do we collaborate? How much do we influence state and national health policies? What specific types of partnerships exist? What is our global/local mix of partnerships? What role do we play in creating public health oriented systems through health reform?

Frequent Descriptors: Purposeful, involved, applied, practice what we teach, consultative, engaged, participation and leadership are sought, quality, mutually beneficial relationships, local and global service, partnerships with practitioners, useful/make a difference, reaches out

6.1 Internship opportunities abound through cultivated database [29]

6.2 Public Health Practitioners more involved [29]

6.2.1 Public Health Practitioners are a vital component of all research, teaching and service - their expertise is derived from years of work in the field commands the same respect as is afforded to the academicians.

6.3 Serve as an example for public health policy in our actions at the state and national levels [25]

6.4 Desired destination for and host to important national and global meetings, conferences, and congresses [22]

6.5 Sought to lead state, national and international initiatives [21]

6.6 Faculty, staff and students provide service at the local level (within NC) on a regular basis. [10]

6.7 Engaged with local community-based organizations and non-governmental organizations.

7 Translational and Applied Research

Questions that Guided Idea Aggregation: What is our School and faculty profile in obtaining research grants and contracts? Success rates? How diversified are funding sources? Are we making a difference through discoveries, citation rates, adoption of programs/policies, and intellectual property licensing revenue?

Frequent Descriptors: Innovative, superb, cited, practical, focused, problem-solving, collaborative, solution-oriented, engineered, outcome-oriented, evidence-based, breakthrough, licensing revenue yield, research to practice, timely/driven/sense of urgency

7.1 First-rate research with strong resource support [43]

- 7.2 Effective process for Increasing Translational Research [24]
- 7.3 Foster creation of SPH intellectual property and licensing revenue associated with its commercialization. [11]
 - 7.3.1 Licensing revenue accounts for 5% of total grants and contract receipts
- 7.4 Student travel awards fund support for students so that they can present cutting-edge research at scientific meetings throughout the world. [15]
- 7.5 100% increase in grants and contracts [9]
- 7.6 UNC Students are visible at the forefront of scientific discovery. [7]
- 7.7 High research citation rate [5]
- 7.8 Indirect overhead research payments fund infrastructure [3]

8 Diversity and Inclusion

Questions that Guided Idea Aggregation: How diverse are we in terms of race/ethnicity, age, sexual orientation and other characteristics? Do we recruit and retain the best, most committed and brightest people? Do we work effectively across departments and centers?

Frequent Descriptors: Inviting, welcoming, open, broad, action-oriented, leadership, evident, hub, interdisciplinary, accountability, responsive, flexible, mutual respect, tolerant, continuous improvement

- 8.1 Celebrate diversity. [56]
 - 8.1.1 We are a welcoming school that is diverse in race/ethnicity/age/sexual orientation and other characteristics.
 - 8.1.2 We take diversity seriously.
 - 8.1.2.1 Action instead of only discussion
- 8.2 SPH includes faculty, students and staff from around the world so that we are NOT global in name only. [28]
 - 8.2.1 Proportional balance among North America. Africa, Asia, Europe, Central/South America and Australasia
 - 8.2.2 The faculty, staff and students are more diverse and truly represent the demographics of the world.
- 8.3 Foster inclusion [19]
 - 8.3.1 A culture of welcoming all to the table is prevalent
 - 8.3.2 Flexible and inclusive staff development program
- 8.4 Integration of life-long learning and social determinants model to foster communities of learning [14]
- 8.5 High quality, accessible international experiential opportunities [13]

8.6 Diverse age demographics [13]

8.6.1 We have more older students than in 2010 ... bringing a wealth of experience.

8.7 Hub for campus-wide students [13]

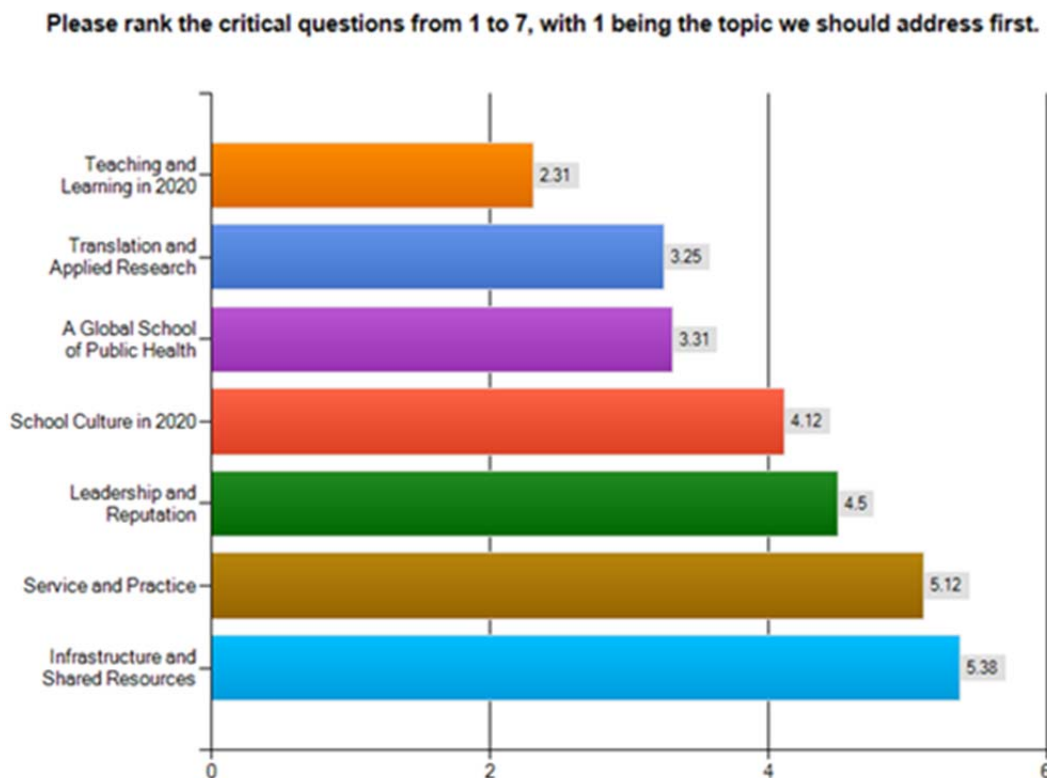
8.7.1 Students from across campus get involved in our activities (e.g., hunger lunch, EWB).

8.7.2 We are the HUB for students wanting to do good things in the world.

SPH2020: Creating the Plan

1 Setting Priorities

A strategic plan that covers all eight categories will be prepared, but not all sections will be developed at the same time; some will become subsets of a larger category. In other words, not every category will have its own report. Department chairs and the School's assistant and associate deans considered levels of urgency and available capacity of team members; they voted individually on a sequence of planning as follows.



After discussion, we agreed that the first two ad-hoc task forces should be (1) Teaching and Learning and (2) Revenue Generation. The latter topic reflects a pressing issue that permeates all topics. The School's Diversity and Inclusion Task Force (DITF), which has been underway

since 2010, will continue as one of the first three task forces. Each task force includes at minimum, faculty, staff (including a business manager), and students. We have begun preliminary discussions that will lead to formations of a task force to address the question: what does it mean to be a *global* school of public health?

2 Developing White Papers: Plans

Teaching and Learning Task Force: This task force, under the leadership of John Paul, PhD, Clinical Professor, Health Policy and Management, is considering themes in teaching (such as emerging educational models and instructional quality), learning, technology, and globalization. Recommendations are due summer 2011.

Revenue Generation Task Force: The revenue generation task force, led by Steven Zeisel, MD, PhD, Director, NRI and Professor, Nutrition, began its work in March 2011 and will propose new sources of revenue and new approaches to funding. Their recommendations are due summer 2011.

Diversity and Inclusion Task Force: The task force is under the leadership of Co-Chairs, Rumay Alexander, EdD, RN, Clinical Professor and Director of Multicultural Affairs, UNC School of Nursing, and Bryan Weiner, PhD, Professor, Health Policy and Management, UNC Gillings School of Global Public Health.

Remaining priority topics: In preparation for the global task force, a small group of faculty, staff, and advisers will lay the groundwork for recommendations to make SPH more global. Questions for discussion will include: what does it mean to be a global school, and what is the right balance of building on existing strengths vs. building capacity in new areas of emerging problems?

After these four groups have reported, we will assess status, needs, and resources and determine whether to proceed with remaining groups.

3 Task Force Members

Teaching and Learning

John Paul, PhD, Clinical Associate Professor, HPM – (Chair)

Diane Calleson, PhD, Clinical Associate Professor, PHLP

Jerry Calleson, Manager, Online Instruction Group, SPH Instructional and Information Systems

Steve Cole, PhD, Professor, EPI

Penny Gordon-Larsen, PhD, Associate Professor, NUTR

Amy Herring, ScD, Professor, BIOS

Dio Kavalieratos, Student, HPM

Caitlyn Kleiboer, Student, HBHE

Laura Linnan, ScD, Associate Professor, HBHE

Evie McKee, MBA, Director of Business and Finance, BIOS

Felicia Mebane, PhD, Assistant Dean for Students

Anna Maria Siega-Riz, PhD, Associate Dean for Academic Affairs and Professor, EPI

Ilene Speizer, PhD, Research Associate Professor, MCH

Karl Umble, PhD, Adjunct Assistant Professor, HBHE
Will Vizuete, PhD, Assistant Professor, ESE

Revenue Generation

Steve Zeisel, MD, PhD, Kenan Distinguished Professor and Director, Nutrition Research Institute (Chair)

Alice Ammerman, DrPH, Professor, NUTR and Director, Center for Health Promotion and Disease Prevention

Chris Anderson, Business Officer, Kenan-Flagler Business School

Ralph Baric, PhD, Professor, EPI

David Collins, Department Manager, HPM

Peggy Dean Glenn, Associate Dean for External Affairs

Robert Pitts, MIS, Director of Systems Integration

Kurt Ribisl, PhD, Associate Professor, HBHE

Ivan Rusyn, MD, PhD, Professor, ESE

Bill Sollecito, DrPH, Clinical Professor, PHLP

Sarah Strunk, MS, Director, Active Living by Design, NCIPH

Britany Williams, MHA Student, HPM

Diversity and Inclusion

Rumay Alexander, EdD, Director, Multicultural Affairs, School of Nursing – (Co-Chair)

Bryan Weiner, PhD, Professor, HPM – (Co-Chair)

More information about their approaches and progress is available at

http://www.sph.unc.edu/diversity/diversity_and_inclusion_task_force_15010_11083.html